

K TO 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD TRACK AND SENIOR HIGH SCHOOL – TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - EVENTS MANAGEMENT SERVICES NC III
(320 hours)

These are the specializations and their pre-requisites. These lists should be used as reference for curriculum maps.

AGRI-FISHERY ARTS

	Specialization	Number of Hours	Pre-requisite
1.	Agricultural Crops Production (NC I)	320 hours	
2.	Agricultural Crops Production (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
3.	Agricultural Crops Production (NC III)	640 hours	Agricultural Crops Production (NC II)
4.	Animal Health Care Management (NC III)	320 hours	Animal Production (Poultry-Chicken) (NC II) or Animal Production (Ruminants) (NC II) or Animal Production (Swine) (NC II)
5.	Animal Production (Poultry-Chicken) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Animal Production (Large Ruminants) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
7.	Animal Production (Swine) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
8.	Aquaculture (NC II)	640 hours	
9.	Artificial Insemination (Large Ruminants) (NC II)	160 hours	Animal Production (Large Ruminants) (NC II)
10.	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production (Swine) (NC II)
11.	Fish Capture (NC II)	640 hours	
12.	Fishing Gear Repair and Maintenance (NC III)	320 hours	
13.	Fish-Products Packaging (NC II)	320 hours	
14.	Fish Wharf Operation (NC I)	160 hours	
15.	Food Processing (NC II)	640 hours	
16.	Horticulture (NC III)	640 hours	Agricultural Crops Production (NC II)
17.	Landscape Installation and Maintenance (NC II)	320 hours	
18.	Organic Agriculture (NC II)	320 hours	
19.	Pest Management (NC II)	320 hours	
20.	Rice Machinery Operations (NC II)	320 hours	
21.	Rubber Processing (NC II)	320 hours	
22.	Rubber Production (NC II)	320 hours	
23.	Slaughtering Operations (Hog/Swine/Pig) (NC II)	160 hours	

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HOME ECONOMICS

	Specialization	Number of Hours	Pre-requisite
1.	Attractions and Theme Parks Operations with Ecotourism (NC II)	160 hours	
2.	Barbering (NC II)	320 hours	
3.	Bartending (NC II)	320 hours	
4.	Beauty/Nail Care (NC II)	160 hours	
5.	Bread and Pastry Production (NC II)	160 hours	
6.	Caregiving (NC II)	640 hours	
7.	Commercial Cooking (NC III)	320 hours	Cookery (NC II)
8.	Cookery (NC II)	320 hours	
9.	Dressmaking (NC II)	320 hours	
10.	Events Management Services (NC III)	320 hours	
11.	Fashion Design (Apparel) (NC III)	640 hours	Dressmaking (NC II) or Tailoring (NC II)
12.	Food and Beverage Services (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
13.	Front Office Services (NC II)	160 hours	
14.	Hairdressing (NC II)	320 hours	
15.	Hairdressing (NC III)	640 hours	Hairdressing (NC II)
16.	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
17.	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
18.	Handicraft (Needlecraft) (Non-NC)	160 hours	
19.	Handicraft (Woodcraft, Leathercraft) (Non-NC)	160 hours	
20.	Housekeeping (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
21.	Local Guiding Services (NC II)	160 hours	
22.	Tailoring (NC II)	320 hours	
23.	Tourism Promotion Services (NC II)	160 hours	
24.	Travel Services (NC II)	160 hours	
25.	Wellness Massage (NC II)	160 hours	

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INDUSTRIAL ARTS

	Specialization	Number of Hours	Pre-requisite
1.	Automotive Servicing (NC I) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
2.	Automotive Servicing (NC II)	640 hours	Automotive Servicing (NC I)
3.	Carpentry (NC II)	640 hours	
4.	Carpentry (NC III)	320 hours	Carpentry (NC II)
5.	Construction Painting (NC II)	160 hours	
6.	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)	640 hours	
7.	Driving (NC II)	160 hours	
8.	Electrical Installation and Maintenance (NC II)	640 hours	
9.	Electric Power Distribution Line Construction (NC II)	320 hours	Electrical Installation and Maintenance (NC II)
10.	Electronic Products Assembly and Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
11.	Furniture Making (Finishing) (NC II)	640 hours	
12.	Instrumentation and Control Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
13.	Gas Metal Arc Welding (GMAW) (NC II)	320 hours	Shielded Metal Arc Welding (SMAW) (NC II)
14.	Gas Tungsten Arc Welding (GTAW) (NC II)	320 hours	Shielded Metal Arc Welding (GMAW) (NC II)
15.	Machining (NC I)	640 hours	
16.	Machining (NC II)	640 hours	Machining (NC I)
17.	Masonry (NC II)	320 hours	
18.	Mechatronics Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
19.	Motorcycle/Small Engine Servicing (NC II)	320 hours	
20.	Plumbing (NC I)	320 hours	
21.	Plumbing (NC II)	320 hours	Plumbing (NC I)
22.	Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit [PACU]/Commercial Refrigeration Equipment [CRE]) Servicing (NC III)	640 hours	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)
23.	Shielded Metal Arc Welding (NC I)	320 hours	
24.	Shielded Metal Arc Welding (NC II)	320 hours	Shielded Metal Arc Welding (NC I)
25.	Tile Setting (NC II)	320 hours	
26.	Transmission Line Installation and Maintenance (NC II)	640 hours	Electrical Installation and Maintenance (NC II)

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INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)

	Specialization	Number of Hours	Pre-requisite
1.	Animation (NC II)	320 hours	
2.	Broadband Installation (Fixed Wireless Systems) (NC II)	160 hours	Computer Systems Servicing (NC II)
3.	Computer Programming (.Net Technology) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
4.	Computer Programming (Java) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
5.	Computer Programming (Oracle Database) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Computer Systems Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2007</i>	640 hours	
7.	Contact Center Services (NC II)	320 hours	
8.	Illustration (NC II)	320 hours	
9.	Medical Transcription (NC II)	320 hours	
10.	Technical Drafting (NC II)	320 hours	
11.	Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)	320 hours	Computer Systems Servicing (NC II)
12.	Telecom OSP Installation (Fiber Optic Cable) (NC II)	160 hours	Computer Systems Servicing (NC II)

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Course Description:

This curriculum guide on Event Management Services National Certificate Level III (NC III) is designed for students to enhance the knowledge, skills, attitude and motivations to perform the tasks in accordance with industry standards. It covers the basic, common and core competencies required for the NC III level in developing and coordinating events, namely: for basic competencies: 1) Leading in workplace communication, 2) Leading small team, 3) Developing and practicing negotiation skills, 4) Solving workplace problem related to work activities, 5) Using mathematical concept and techniques, and 6) Using relevant technologies. For Common Competencies, it include: 1) Developing roster staff, 2) Controlling and order stock, 3) Training small groups, 4) Establishing and conducting business relationships. For Core Competencies, namely, a) Event planning services, it includes: 1) Planning and developing event proposal or bidding, 2) Developing an event concept, 3) Developing an event program, 4) Selecting event venue and site, 5) Developing and updating event industry knowledge, b) On-site event management services, it includes: 1) Providing on-site event management services, 2) Developing and updating knowledge on Protocol, and 3) Managing contractors for indoor events.

Entry Requirements:

Trainees or students who wish to enter this course should be able to communicate fluently in English both oral and written communication (foreign language is an advance)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>Introduction</p> <ol style="list-style-type: none"> Basic concepts in Event Management (EM) Relevance of the course Career opportunities 	The learner demonstrates an understanding of basic concepts and theories in Event Management Services.	The learner independently demonstrates common competencies in Event Management as prescribed in the TESDA Training Regulation.	<ol style="list-style-type: none"> Explain basic concepts in Event Management Services. Discuss the relevance of the course Explore career opportunities for Event Management Services. 	
PERSONAL ENTREPRENEURIAL COMPETENCIES AND SKILLS (PECS)				
<ol style="list-style-type: none"> Assessment of Personal Entrepreneurial Competencies and Skills (PECS) vis-à-vis a practicing entrepreneur/employee <ol style="list-style-type: none"> Characteristics Attributes Lifestyle Skills Traits Analysis of PECS in relation to a practitioner 	The learner demonstrates an understanding of one's PECS.	The learner recognizes his/her PECS and prepares an activity plan that aligns with that of an Event Management practitioner/entrepreneur	<p>LO 1. Recognize PECS needed in Event Management (EM)</p> <ol style="list-style-type: none"> Assess one's PECS: characteristics, attributes, lifestyle, skills, and traits. Assess practitioner's PECS: characteristics, attributes, lifestyle, skills, and traits. Compare one's PECS with those of a practitioner /entrepreneur. Align one's PECS with those of a practitioner/ entrepreneur. 	TLE_PECS9-12-00-1

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ENVIRONMENT AND MARKET (EM)				
<ol style="list-style-type: none"> 1. Key concepts of Environment and Market 2. Products and services available in the market 3. Differentiation of products and services 4. Customers and their buying habits 5. Competition in the market 6. SWOT analysis 	<p>The learner demonstrates an understanding of environment and market in relation to a career choice in Events Management.</p>	<p>The learner independently generates a business idea based on the analysis of environment and market in Events Management.</p>	<p>LO 1. Generate a business idea that relates with a career choice in Events Management (EM).</p> <ol style="list-style-type: none"> 1.1 Conduct SWOT analysis. 1.2 Identify the different products/services available in the market. 1.3 Compare different products/services in computer hardware servicing business. 1.4 Profile potential customers. 1.5 Profile potential competitors. 1.6 Generate potential business idea based on the SWOT analysis. 	TLE_EM9-12-00-1
BASIC COMPETENCIES				
LESSON 1: LEADING WORKPLACE COMMUNICATION (LWC)				
<ul style="list-style-type: none"> • Methods of communication • Sources of communication • Communication skills • Questioning techniques 	<p>The learner demonstrates understanding of concepts, theories and principles in leading workplace communication.</p>	<p>The learner independently leads workplace communication based on the industry standards.</p>	<p>LO 1. Communicate information about workplace processes.</p> <ol style="list-style-type: none"> 1.1 Select appropriate communication method. 1.2 Communicate multiple operations involving several topic areas. 1.3 Use questions to gain extra information. 1.4 Identify correct sources of information. 1.5 Select and organize information correctly. 1.6 Undertake verbal and written reporting when required. 1.7 Maintain communication skills in all situations. 	TLE_HEEMS9-12LWC-Ia-1

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<ul style="list-style-type: none"> • Methods/techniques of discussion • How to lead discussion • How to solicit responses 			<p>LO 2. Lead workplace discussions.</p> <p>2.1 Seek responses to workplace issues.</p> <p>2.2 Provide response to workplace issues immediately.</p> <p>2.3 Make constructive contributions to workplace discussions on issues such as: production, quality and safety.</p> <p>2.4 Communicate goals/objectives and action plan undertaken in the workplace.</p>	<p>TLE_HEEMS9-12LWC-Ia-2</p>
<ul style="list-style-type: none"> • Identify problems and issues in the workplace • Organizing information on problems and issues • Communication barriers 			<p>LO 3. Identify and communicate issues arising in the workplace.</p> <p>3.1 Identify issues and problems as they arise.</p> <p>3.2 Organize information regarding problems and issues to ensure clear and effective communication.</p> <p>3.3 Initiates dialogue with appropriate personnel.</p> <p>3.4 Raise communication problems and issues as they arise.</p>	<p>TLE_HEEMS9-12LWC-Ia-3</p>
LESSON 2: LEADING SMALL TEAM (LST)				
<ul style="list-style-type: none"> • Communication skills required for leading small Team • Skills/techniques in team building • Negotiating skills • Up-to-date dissemination of instruction and requirements to members • Art of listening and treating individual team members concern 			<p>LO 1. Provide team leadership.</p> <p>1.1 Identify and present work requirements to team members.</p> <p>1.2 Communicate reasons for instructions and requirements to team members.</p> <p>1.3 Recognize, discuss and deal team members queries and concerns.</p>	<p>TLE_HEEMS9-12LST-Ia-4</p>

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<ul style="list-style-type: none"> • Duties and responsibilities of each team members • Identifying individual skills, knowledge and attitude • Rostering staff 			<p>LO 2. Assign responsibilities among members.</p> <p>2.1 Allocate duties and responsibilities in respect to the skills, knowledge and attitudes of every team member to properly undertake the assigned task according to company policy.</p> <p>2.2 Allocate duties in regard to individual preference, domestic and personal considerations.</p>	<p>TLE_HEEMS9-12LST-Ib-5</p>
<ul style="list-style-type: none"> • Company policies and procedures • Defining performance expectations criteria • How performance expectation are set 			<p>LO 3. Set performance expectation for team members.</p> <p>3.1 Establish performance expectations based on client’s needs and according to assignment requirements.</p> <p>3.2 Base performance expectations on individual team member’s duties and area of responsibility.</p> <p>3.3 Discuss and disseminate performance expectations to individual team members.</p>	<p>TLE_HEEMS9-12LST-Ib-6</p>
<ul style="list-style-type: none"> • Methods of monitoring performance <ul style="list-style-type: none"> - Formal process - Informal process • Informal/formal counselling skills • Monitoring team operations • Relevant legal requirements 			<p>LO 4. Supervise team performance.</p> <p>4.1 Monitor team members’ performance against defined performance criteria and/or assignment instructions and take corrective action if required.</p> <p>4.2 Provide feedback to team members with positive support</p>	<p>TLE_HEEMS9-12LST-Ib-7</p>

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			<p>and advice on strategies to overcome any deficiencies.</p> <p>4.3 Refer performance issues which cannot be rectified or addressed within the team to appropriate personnel according to employer policy.</p> <p>4.4 Inform any changes in the priority assignment or tasks allocated to team members which impact on client/customer needs and satisfaction.</p> <p>4.5 Monitor team operations to ensure that employer/ client needs and requirements are met.</p> <p>4.6 Provide follow up communications on all issues affecting the team.</p> <p>4.7 Complete all relevant documentation in accordance with company procedures.</p>	
LESSON 3: DEVELOPING AND PRACTICING NEGOTIATIONS SKILLS (DPN)				
<ul style="list-style-type: none"> • Codes of practice and guidelines for the organization • Background information on other parties on negotiations • Strategies to manage process • Differences between content and process 	<p>The learner demonstrates understanding of concepts, theories and principles in developing and practicing negotiation skills.</p>	<p>The learner independently develops and practice negotiation skills.</p>	<p>LO 1. Plan negotiations.</p> <p>1.1 Identify and include in the plan the information on preparing for negotiation.</p> <p>1.2 Identify and include in the plan the information on active listening.</p> <p>1.3 Identify and include in the plan the information on different questioning techniques.</p> <p>1.4 Check information to ensure it is correct and appropriate.</p>	<p>TLE_HEEMS9-12DPN-Ib-c-8</p>

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<ul style="list-style-type: none"> • Organizations’ policy and procedures for negotiations • Interpersonal skills to develop rapport with other parties • Steps in negotiating process • How to deal with unexpected questions and attitudes during negotiations • Decision making and conflict resolution strategies/procedures • Procedure in documenting negotiations • Managing information • Filing documents 			<p>LO 2. Participate in negotiations.</p> <p>2.1 Agree on set criteria for successful outcome by all parties.</p> <p>2.2 Consider desired outcome by all parties.</p> <p>2.3 Use appropriate language throughout the negotiations.</p> <p>2.4 Use a variety of questioning techniques.</p> <p>2.5 Document issues and processes agreed upon by all parties.</p> <p>2.6 Discuss and assess possible solutions and viability.</p> <p>2.7 Confirm and record areas for agreement.</p> <p>2.8 Agree follow-up action by all parties.</p>	<p>TLE_HEEMS9-12DPN-Ic-9</p>
LESSON 4: SOLVING PROBLEMS RELATED TO WORK ACTIVITIES (PRW)				
<ul style="list-style-type: none"> • Normal operating parameters and product quality • Application of analytical techniques <ul style="list-style-type: none"> - Brainstorming - Intuitions/logic - Cause and effect diagrams - SWOT analysis • Identifying the nature of problems <ul style="list-style-type: none"> - Non-routine process and quality problems - Teamwork and work 	<p>The learner demonstrates understanding of concepts, theories and principles in solving problems related to work activities.</p>	<p>The learner independently solves problems related to work activities.</p>	<p>LO 1. Identify the problem.</p> <p>1.1 Identify variances from normal operating parameters and product quality.</p> <p>1.2 Define extent, cause and nature of the problem through observation, investigation and analytical techniques.</p> <p>1.3 State and specify problems clearly.</p>	<p>TLE_HEEMS9-12PRW-Ic-10</p>

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allocation problem - Safety and emergency situations and incidents				
<ul style="list-style-type: none"> • Identification of fundamental causes of the problems 			LO 2. Determine fundamental causes of the problem. 2.1 Identify possible causes based on experience and the use of problem solving tools/analytical techniques. 2.2 Develop possible cause statements based on findings. 2.3 Identify fundamental causes per results of investigation conducted.	TLE_HEEMS9-12PRW-Ic-11
<ul style="list-style-type: none"> • Possible options for the resolution of problems • Priority requirements • Resource requirements • Coordination and feedback requirements • Safety requirements • Environmental requirements 			LO 3. Determine corrective action. 3.1 Consider all possible options for resolution of the problem. 3.2 Consider the strengths and weaknesses of possible options. 3.3 Determine corrective actions to resolve the problem and possible future causes. 3.4 Develop action plan, identify measurable objectives, resource needs and timelines in accordance with safety and operating procedures.	TLE_HEEMS9-12PRW-Id-12
<ul style="list-style-type: none"> • Case studies on solving problems in the workplace • Devising the best solutions • Evaluating the solutions • Implementation of a develop plan to rectify the problem 			LO 4. Provide recommendations to manager. 4.1 Prepare report on recommendations. 4.2 Present recommendations to appropriate personnel. 4.3 Follow-up recommendations if required.	TLE_HEEMS9-12PRW-Id-13

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LESSON 5: USING MATHEMATICAL CONCEPTS AND TECHNIQUE (MCT)				
<ul style="list-style-type: none"> • Steps in solving a problem • Four fundamental operations • Measurement • Use/conversion of units of measurements 	The learner demonstrates understanding of concepts, theories and principles in using mathematical concepts and techniques.	The learner independently uses mathematical concepts and techniques.	LO 1. Identify mathematical tools and techniques to solve problem. 1.1 Identify problem areas based on a given condition. 1.2 Select mathematical techniques based on the given problem.	TLE_HEEMS9-12MCT-Id-14
<ul style="list-style-type: none"> • Basic measuring tools/devices • Mathematical computations • Use standard formulas 			LO 2. Apply mathematical procedure solution. 2.1 Apply mathematical techniques based on the problem identified. 2.2 Perform mathematical computations to the level of accuracy required for the problem. 2.3 Determine and verify results of mathematical computations based on job requirements.	TLE_HEEMS9-12MCT-Id-15
<ul style="list-style-type: none"> • Review in the use of mathematical techniques • Reporting errors to immediate superior for proper action 			LO 3. Analyze results. 3.1 Review result of application based on expected and required specifications and outcome. 3.2 Apply appropriate action in case of error.	TLE_HEEMS9-12MCT-Ie-16
LESSON 6: USING RELEVANT TECHNOLOGIES (URT)				
<ul style="list-style-type: none"> • Different technologies based on job requirements: <ul style="list-style-type: none"> - Office technology - Industrial technology - System technology - Information technology - Training technology 	The learner demonstrates understanding of concepts, theories and principles in using relevant technologies.	The learner independently uses relevant technologies based on job requirements.	LO 1. Study/select appropriate technology. 1.1 Determine use of different technologies based on job requirements. 1.2 Select appropriate technology as per work specification.	TLE_HEEMS9-12URT-Ie-17

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<ul style="list-style-type: none"> • Management concepts • Software and hardware application skills • Basic troubleshooting skills 			<p>LO 2. Apply relevant technology.</p> <p>2.1 Use effectively relevant technology in carrying out function.</p> <p>2.2 Use applicable software and hardware as per task requirement.</p> <p>2.3 Observe and practice management concepts as per established industry practices.</p>	<p>TLE_HEEMS9-12URT-Ie-18</p>
<ul style="list-style-type: none"> • Written guidelines for the usage of office technology/equipment • Manufacturer’s operating guidelines/instructions • Occupational safety and health standards (OSHS) • Preventive maintenance schedule 			<p>LO 3. Maintain/enhance relevant technology.</p> <p>3.1 Apply maintenance of technology in accordance with the industry standard operating procedures, manufacturer’s operating guidelines, and occupational health and safety procedures to ensure its operative ability</p> <p>3.2 Maintain updates of technology through continuing education or training in accordance with job requirement.</p> <p>3.3 Report immediately technology failure/defect to the concern/responsible person or section for appropriate action.</p>	<p>TLE_HEEMS9-12URT-Ie-19</p>
COMMON COMPETENCIES				
LESSON 7: DEVELOPING ROSTER STAFF (DRS)				
<ul style="list-style-type: none"> • Development of rosters <ul style="list-style-type: none"> - Preparation of staff rosters - Formats of staff rosters - Area of operation 			<p>LO 1. Develop and implement staff rosters.</p> <p>1.1 Develop staff rosters in accordance with company agreements and wage budgets.</p>	<p>TLE_HEEMS9-12DRS-If-20</p>

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<ul style="list-style-type: none"> • Role of rosters in controlling staff costs • Organization of information • Communication with colleagues 			1.2 Maximize operational efficiency and customer service levels and minimize wages costs. 1.3 Combine duties to ensure effective use of staff. 1.4 Utilize the available skills based on effective mix of staff and to meet different operational requirements. 1.5 Present rosters in required formats in accordance with company standards. 1.6 Communicate rosters to Colleagues within designated timelines.	
<ul style="list-style-type: none"> • Complete rosters' documentation and records • Updating and maintaining staff records 			LO 2. Maintain staff records. 2.1 Complete time sheets and other documentation within designated timelines. 2.2 Update, maintain and store staff records in accordance with establishment procedures.	TLE_HEEMS9-12DRS-If-g-21
LESSON 8: CONTROLLING AND ORDERING STOCK (COS)				
<ul style="list-style-type: none"> • Stock recording systems • Securing stocks • Par stocks • Monitoring slow moving items 			LO 1. Maintain stock levels and accords. 1.1 Monitor and maintain stock levels according to company requirements. 1.2 Monitor stock security and adjust systems as required. 1.3 Monitor and adjust stock reorder cycles as required. 1.4 Inform colleagues of their	TLE_HEEMS9-12COS-Ig-22

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			<p>individual responsibilities in regard to the reordering of stock.</p> <p>1.5 Maintain records of stock storage and movement in accordance with company procedures.</p> <p>1.6 Monitor stock performance.</p> <p>1.7 Identify and report fast/ slow-selling items in accordance with company procedures.</p>	
<ul style="list-style-type: none"> • Ordering/re-ordering stocks • Handling incoming stocks • Maintaining stock records 			<p>LO 2. Process stock orders.</p> <p>2.1 Process orders for stock in accordance with company procedures.</p> <p>2.2 Maintain and record stock levels to ensure completeness of information.</p> <p>2.3 Check incoming stock against purchases and supply agreements and record all necessary details.</p>	<p>TLE_HEEMS9-12COS-Ih-23</p>
<ul style="list-style-type: none"> • Recording of stock losses • Reporting of stock losses • Prevention of stock losses/stock control procedures 			<p>LO 3. Minimize stock losses.</p> <p>3.1 Identify and record stock losses according to company procedures.</p> <p>3.2 Report losses in accordance with company procedures.</p> <p>3.3 Identify avoidable losses and establish its causes.</p> <p>3.4 Recommend solutions to loss situations and implement related procedures to prevent future avoidable losses.</p>	<p>TLE_HEEMS9-12COS-Ih-24</p>

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<ul style="list-style-type: none"> • Monitoring deliveries • Controlling shortages or out of stock supplies • Allocating deliveries and supplies 			<p>LO 4. Follow-up orders.</p> <p>4.1 Monitor the delivery process to ensure agreed deadlines are met.</p> <p>4.2 Ensure continuity of supply by liaising with colleagues and suppliers.</p> <p>4.3 Follow-up or refer routine supply problems to the appropriate person in accordance with company policy.</p> <p>4.4 Distribute stock to agreed locations.</p>	<p>TLE_HEEMS9-12COS-Ii-25</p>
<ul style="list-style-type: none"> • Organizing stocks • Stock taking/inventory systems • Inventory reports 			<p>LO 5. Organize and administer stocks.</p> <p>5.1 Organize stocks at appropriate intervals according to company policy and procedures.</p> <p>5.2 Allocate stocktaking responsibilities to staff.</p> <p>5.3 Produce accurate stock reports within designated timelines.</p>	<p>TLE_HEEMS9-12COS-Ii-26</p>
LESSON 9: TRAINING SMALL GROUPS (TSG)				
<ul style="list-style-type: none"> • Training needs analysis • Designing training and development plans 			<p>LO 1. Prepare for trainings.</p> <p>1.1 Identify specific training needs and confirm through consultation with appropriate personnel.</p> <p>1.2 Match training objectives to identify competency development needs.</p> <p>1.3 Plan and document training approaches.</p>	<p>TLE_HEEMS9-12TSG-Ij-27</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Different training delivery methods • How to conduct training programs • Presentation skills and proper use of equipment • Strategies and techniques which facilitate the learning process 			<p>LO 2. Deliver training.</p> <p>2.1 Conduct training in a safe and accessible environment.</p> <p>2.2 Select training delivery methods appropriate to the participant(s) needs trainer, availability, location and resources.</p> <p>2.3 Employ strategies and techniques which facilitate learning process.</p> <p>2.4 Discuss training objectives, sequence of activities, and assessment processes with training participant(s).</p> <p>2.5 Undertake systematic approach to meet specific needs of training participant(s).</p>	<p>TLE_HEEMS9-12TSG-IIa-28</p>
<ul style="list-style-type: none"> • Individual needs of participants • Importance of on the job exposure <ul style="list-style-type: none"> - Simulations and role plays 			<p>LO 3. Provide opportunities for practices.</p> <p>3.1 Provide practice opportunities to the participants to achieve the components of a competency.</p> <p>3.2 Implement variety of methods to meet the individual needs of participants.</p>	<p>TLE_HEEMS9-12TSG-IIb-29</p>
<ul style="list-style-type: none"> • Importance of evaluating programs • Methods of evaluating programs • Performance review and analysis 			<p>LO 4. Review training.</p> <p>4.1 Encourage participants to self-evaluate performance and identify areas for improvement.</p> <p>4.2 Monitor participants' readiness for assessment and provide assistance with the collection of evidence for satisfactory performance.</p> <p>4.3 Evaluate training against objectives in the context of self-assessment, participant feedback, supervisor comments</p>	<p>TLE_HEEMS9-12TSG-IIb-30</p>

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			and measurements. 4.4 Record training details according to enterprise and legislative requirements. 4.5 Utilize results of evaluation to guide further training.	
LESSON 10: ESTABLISHING AND CONDUCTING BUSINESS RELATIONSHIPS (ECB)				
<ul style="list-style-type: none"> • Types of formal agreements • Establishing and building business contacts • Conducting successful business negotiations • Communication skills and techniques • Interpersonal skills 			LO 1. Establish and conduct business relationships. 1.1 Establish relationships to promote goodwill and trust between the enterprise, its customers and suppliers. 1.2 Use effective communication skills and techniques to build trust and respect in business relationships. 1.3 Identify opportunities to maintain regular contact with customers and suppliers.	TLE_HEEMS9-12ECB-IIc-31
<ul style="list-style-type: none"> • Professional business negotiations procedures • Effective negotiating skills and techniques • Presenting a proposal/business • Proposal presentation skills 			LO 2. Conduct negotiations. 2.1 Conduct negotiations in a business-like and professional manner within the relevant cultural context. 2.2 Conduct negotiations in the context of the current enterprises marketing focus. 2.3 Maximize benefits for all parties in the negotiation through use of established techniques. 2.4 Incorporate feedbacks and inputs from colleagues into the negotiation. 2.5 Communicate with the appropriate colleagues and stakeholders about the results of	TLE_HEEMS9-12ECB-IIId-32

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<ul style="list-style-type: none"> Importance of contracts/MOA Preparing contracts/MOA Legal issues in preparing contracts 			negotiation within the appropriate timeframes. LO 3. Make formal business agreements. 3.1 Confirm agreements in writing using formal contracts and in accordance to enterprises requirements. 3.2 Check and obtain 3.3 n appropriate approvals of formal agreements in accordance with enterprise procedures. 3.4 Seek the specialist advice in the development of contracts.	TLE_HEEMS9-12ECB-II-e-33
<ul style="list-style-type: none"> Legal issues in the performance of obligations in the contract Building and maintaining relationships 			LO 4. Foster and maintain business relationships. 4.1 Review information needed to maintain business relationships. 4.2 Honor agreements within the scope of individual responsibility. 4.3 Make adjustments to the agreements in consultation with the customer/supplier and share information with appropriate colleagues. 4.4 Nurture relationships through regular contact.	TLE_HEEMS9-12ECB-IIe-34
CORE COMPETENCIES				
LESSON 11: PLANNING AND DEVELOPING EVENT PROPOSAL OR BID (PDE)				
<ul style="list-style-type: none"> Event program concepts and themes Interpreting a cohesive event/program Industry practices relevant to event management 	The learners demonstrate an understanding of the principles and techniques in planning and developing event proposal or bid.	The learners independently plan and develop event proposal or bid according to standard operating procedure.	LO 1. Interpret event brief. 1.1 Establish rapport with client in accordance with industry procedure. 1.2 Gather clients needs and requirements verify and confirm with clients.	TLE_HEEMS9-12PDE-IIif-h-35

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<ul style="list-style-type: none"> • Organizational skills • Research skills • Communication skills basic etiquette 			1.3 Provide suggestion/input based on clients' requirements. 1.4 Interpret the event/program content accurately and assess the company's capacity to meet stated requirements. 1.5 Identify and plan an action required for the development of the proposal or bid.	
<ul style="list-style-type: none"> • Different program and event proposal / bidding process • Cost estimation • Presentation techniques for proposal and bid materials and documents • Bid/proposal requirements and formats 			LO 2. Develop proposal and bid details. 2.1 Develop a detailed proposal/bid in consultation with supplier and other relevant agencies based on the industry standards. 2.2 Develop a current and technological program/event and other client's options in meeting their expectations. 2.3 Evaluate possible competitors and formulate strategies to address competitive issues.	TLE_HEEMS9-12PDE-III-j-36
<ul style="list-style-type: none"> • The proposal/bidding process timeline • Promotional techniques on bid/proposal presentation 			LO 3. Develop bid materials. 3.1 Prepare bid materials within the designated timelines in accordance with the standard procedures. 3.2 Present formatted materials that maximize the use of presentation and promotional techniques.	TLE_HEEMS9-12PDE-IIIa-b-37
<ul style="list-style-type: none"> • Effective assessment on proposal/bidding process for a specific meeting/event • Presentation techniques for proposal and bid materials and documents 			LO 4. Submit or present the bid or proposal on time. 4.1 Deliver the proposal/bid within the prescribed timeline. 4.2 Conduct proposal /bid presentation within the maximum visual/retention impact.	TLE_HEEMS9-12PDE-IIIc-d-38

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LESSON 12: DEVELOPING AN EVENT CONCEPT (DEC)				
<ul style="list-style-type: none"> • Program and event key concepts and objectives • Key stakeholders for different types of event • Factors to consider in event/program planning • Internal and external factors to consider in developing event concept • Key management issues that impact on development of an event concept 	<p>The learners demonstrate an understanding of the procedures and techniques in developing an event concept.</p>	<p>The learners independently develop a practical event concept according to standard procedures.</p>	<p>LO 1. Identify overall event objectives and scope.</p> <p>1.1 Identify, clarify, and agree the key objectives of the event with the stakeholder, such as:</p> <ul style="list-style-type: none"> 1.2.1 event principal 1.2.2 local community 1.2.3 organizing committees 1.2.4 local authorities 1.2.5 customers 1.2.6 colleagues 1.2.7 staging contractors 1.2.8 entertainers 1.2.9 suppliers <p>1.2 Analyze and develop the broad scope of the event including indicators for:</p> <ul style="list-style-type: none"> 1.2.1 client’s requirement 1.2.2 size and numbers of guests/ delegates lead time 1.2.3 audience/participant needs 1.2.4 location (s) 1.2.5 duration 1.2.6 financial investment and other resource issues. 1.2.7 Analyze internal and external factors that may put impact on event/program of activities. 	<p>TLE_HEEMS9-12DEC-IIIe-g-39</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Formats of different styles of events • Elements in developing event concept and theme • Key logistical requirement of the overall concept, theme and format • Effective planning and implementation of accurate and complete concept and theme • Use of office electronic equipment • Program implementation requirements 			<p>LO 2. Establish event concept, theme and format.</p> <p>2.1 Develop an overall event concept, theme and format with key objectives that meet the needs of the potential audience.</p> <p>2.2 Incorporate creative elements into the event concept and theme.</p> <p>2.3 Establish operational practical and cohesiveness of the concept, theme and format through consultation, research and analysis.</p> <p>2.4 Develop a summary of key logistical requirements based on the overall concept, theme and format.</p> <p>2.5 Provide accurate and complete information on the concept, theme and format to all relevant stakeholders to facilitate timely and effective planning and implementation.</p> <p>2.6 Obtain stakeholders’ approval prior to event /program implementation.</p>	<p>TLE_HEEMS9-12DEC-IIIh-j-40</p>
LESSON 13: DEVELOPING AN EVENT PROGRAM (DEP)				
<ul style="list-style-type: none"> • Conference program context, scope and objectives • Conference session formats • Conference staging and venue set-ups • Different market segments 	<p>The learners demonstrate an understanding of the principles and techniques in developing an event program.</p>	<p>The learners independently design and develop an event program successfully.</p>	<p>LO 1. Identify conference objectives.</p> <p>1.1 Identify overall context and scope of the conference.</p> <p>1.2 Develop and agree on specific conference objectives in consultation with colleagues</p>	<p>TLE_HEEMS9-12DEP-IVa-c-41</p>

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<p>in relation to conference activities</p> <ul style="list-style-type: none"> - Corporate - Associations - Government <ul style="list-style-type: none"> • Range of options available to conference organizers in terms of: <ul style="list-style-type: none"> - venues - staging - format - pre and post tour activity 			and/or guests.	
<ul style="list-style-type: none"> • Components of a conference program <ul style="list-style-type: none"> - conference program theme and objectives - use of technology - appropriate range of activities 			<p>LO 2. Design conference program.</p> <p>2.1 Set dates and time to meet agreed objectives.</p> <p>2.2 Develop a theme to complement event objectives.</p> <p>2.3 Develop an overall event format within known budget, venue and staging constraints.</p> <p>2.4 Identify, design and integrate relevant components in the program.</p> <p>2.5 Identify and integrate the use of appropriate technological options in program development.</p> <p>2.6 Develop a business program to incorporate an appropriate range of activities.</p>	TLE_HEEMS9-12DEP-IVc-f-42
<ul style="list-style-type: none"> • Event program presentation • Detailed knowledge on the approved program in terms 			<p>LO 3. Finalize program details.</p> <p>3.1 Present the proposed event program within the required</p>	TLE_HEEMS9-12DEP-IVg-h-43

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of: <ul style="list-style-type: none"> - venues ,staging and format - pre and post tour activity <ul style="list-style-type: none"> • Appropriate actions in the dissemination and publication of the event program 			time frame. 3.2 Obtain an approved detailed program and initiate appropriate actions in the dissemination and publication of the event program.	
LESSON 14: SELECTING EVENT VENUE AND SITE (SEV)				
<ul style="list-style-type: none"> • Event venue or site requirements • Event venue and site specifications • Venue and site selection process <ul style="list-style-type: none"> - styles of venues and sites - types of event - type of event area • Business etiquette 	The learners demonstrate an understanding of the principles and techniques required in selecting particular event venue or site.	The learners independently select an event venue or site based on the standard industry procedure.	LO 1. Analyze venue or site requirements. 1.1 Determine venue or site requirements based on the detailed requirements of the proposed event. 1.2 Develop an accurate and complete specification of the venue or site to facilitate the research process. 1.3 Integrate the needs of the stakeholders, into venue or site specifications.	TLE_HEEMS9-12SEV-IVi-j-44
<ul style="list-style-type: none"> • Sourcing the right venue for an event <ul style="list-style-type: none"> - direct sources - research methods • Research and select an appropriate venue or site for a nominated event comprising multiple components • Contingency planning for 			LO 2. Source event venues or sites. 2.1 Research potential venues or site using appropriate information sources and research methods. 2.2 Assess the suitability of venues or sites based on comparison of services offered with specifications. 2.3 Assess the need for and the	TLE_HEEMS9-12SEV-Ia-d-45

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<p>venue and site selection</p> <ul style="list-style-type: none"> • Different venue and site options within the local area with regards to: <ul style="list-style-type: none"> - Customer service - Cooperative management - Past experience - Potential Venues or Sites Problems • Event venue and site bookings 			<p>nature of contingency planning required by the venues or sites.</p> <p>2.4 Assess venue or site capacity to deliver quality outcomes in relation to customer service, cooperative management, and past experience.</p> <p>2.5 Negotiate with personnel from potential venues or sites to ensure all event requirements can be met and to address potential problem areas.</p> <p>2.6 Assess the need for tentative bookings and take prompt action.</p> <p>2.7 Coordinate multiple site and venue selection in a logical manner.</p> <p>2.8 Provide clear and accurate briefings on venue or site options to colleagues and key stakeholders to include recommendation and rationale.</p>	
<ul style="list-style-type: none"> • Venue or site confirmation arrangement • Features and requirements of a typical venue or site contracts • Venue and site planning issues in event management systems • Operational structures <ul style="list-style-type: none"> - Relevant personnel - Internal networks - Interrelationships and reporting structures 			<p>LO 3. Confirm venue or site arrangements.</p> <p>3.1 Confirm a finalized venue or site arrangement in writing.</p> <p>3.2 Review and sign venue or site contracts within appropriate timeframes and within the scope of individual responsibility.</p> <p>3.3 Integrate a specific venue and site planning issues into overall event management systems promptly.</p>	<p>TLE_HEEMS9-12SEV-Id-f-46</p>

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LESSON 15: DEVELOPING AND UPDATING EVENT INDUSTRY KNOWLEDGE (DUE)				
<ul style="list-style-type: none"> • Key concepts of event industry <ul style="list-style-type: none"> - objectives/roles - scope - nature of audience - key stakeholders - key elements of staging an event • Sources of information of event industry • Structure and function of the events industry: <ul style="list-style-type: none"> - Relationships between the events industry and other industries - Entertainment - business and organizations involved in the industry, and - key motivations for hosting events • The role and impact of events on local economies 	<p>The learners demonstrate an understanding of the principles and techniques in developing and updating event industry knowledge.</p>	<p>The learners independently develop and update event industry knowledge effectively.</p>	<p>LO 1. Source and apply information on the structure and operation of the event industry.</p> <p>1.1 Apply knowledge of the event industry to enhance the quality of work performance.</p> <p>1.2 Identify the sources of information on the event industry correctly including information relating to:</p> <ul style="list-style-type: none"> 1.2.1 industry structure 1.2.2 different event types and staging elements 1.2.3 event protocols 1.2.4 major industry bodies/associations 1.2.5 impacts of events on local economies 1.2.6 career opportunities. 	<p>TLE_HEEMS9-12DUE-If-h-47</p>
<ul style="list-style-type: none"> • Legal and ethical issues on event management • Legal obligations and ethical practices in the event industry 			<p>LO 2. Source and apply information on ethical and legal issues for the event industry.</p> <p>2.1 Obtain information on legal and ethical issues to assist effective work performance.</p> <p>2.2 Conduct day-to-day event activities in accordance with legal obligations and ethical industry practices.</p>	<p>TLE_HEEMS9-12DUE-Ii-j-48</p>

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<ul style="list-style-type: none"> • Current and emerging technology of the event management process • Use of office electronic equipment 			<p>LO 3. Source and apply information on event industry technology.</p> <p>3.1 Obtain information on current and emerging technologies that impact on event organization processes.</p> <p>3.2 Assess the potential effects of different technologies on the event organization process.</p> <p>3.3 Apply knowledge of current and emerging technology in day-to-day work activities.</p>	<p>TLE_HEEMS9-12DUE-IIa-b-49</p>
<ul style="list-style-type: none"> • Current issues concerning event industries • Professional role and responsibilities of event industry to guests and colleagues 			<p>LO 4. Update event industry knowledge.</p> <p>4.1 Identify and use range of opportunities to update knowledge of events industry.</p> <p>4.2 Monitor current issues of concern to the industry.</p> <p>4.3 Share and incorporate updated knowledge with guests and colleagues into the day-to-day work activities.</p>	<p>TLE_HEEMS9-12DUE-IIc-d-50</p>
ON-SITE EVENT MANAGEMENT SERVICES				
LESSON 16: PROVIDING ON-SITE EVENT MANAGEMENT SERVICE (OEM)				
<ul style="list-style-type: none"> • On-site operation of a meeting or event including all aspects of preparation, egress, set-up, operation and egress • Issues and problems 	<p>The learners demonstrate an understanding of the principles and techniques in providing on-site event management service.</p>	<p>The learners independently provide an on-site event management service practically.</p>	<p>LO 1. Prepare for on site management.</p> <p>1.1 Develop plans for on-site management in accordance with agreed procedures for the meeting or event.</p>	<p>TLE_HEEMS9-12OEM-IIe-g-51</p>

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<p>concerning the conduct of meeting and events</p> <ul style="list-style-type: none"> • Logistics for on site management <ul style="list-style-type: none"> - Contractor communication mechanisms and protocols - Running sheets - The importance of techniques for managing stress and time during the operation of an event - Characteristics of written contractor documentation including event order and other technical specifications - Safety/risk issues associated with the movement of numbers of people at meeting and event venues 			<p>1.2 Create and collate materials to facilitate effective on-site management.</p> <p>1.3 Provide an accurate briefing to operational staff and contractors prior to the meeting or event in an appropriate format including clarification of roles and responsibilities.</p> <p>1.4 Check final arrangements for all aspects of the meeting or event and attend to any discrepancies.</p>	
<ul style="list-style-type: none"> • Commercially-realistic time pressures related to the operation of an event • Safety standards in the conduct of meeting/event 			<p>LO 2. Oversee meeting/event set up.</p> <p>2.1 Establish contact with the nominated contractor personnel at the appropriate time to reconfirm all requirements.</p> <p>2.2 Make necessary adjustments and agreement with the contractors.</p> <p>2.3 Check all aspects of the event or meeting set up against the pre-arranged agreements, including:</p>	<p>TLE_HEEMS9-12OEM-IIh-j-52</p>

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			2.1.1 availability of all materials and equipment 2.1.2 room set up 2.1.3 staging 2.1.4 technical equipment 2.1.5 display and signage 2.1.6 food and beverage arrangements 2.1.7 registration areas. 2.4 Check the venue space and the setup of the equipment to allow for easy access, especially for those with disabilities, and to avoid risk of injury to guests, delegates and colleagues. 2.5 Identify any deficiencies and discrepancies and take prompt action to rectify the situation. 2.6 Brief additional on-site staff on the full details of the meeting or event operation including communication and control mechanisms.	
<ul style="list-style-type: none"> • Monitoring an on-site meeting or event operation • Issues and problems during the conduct of meetings/events • Monitoring of additional requirements needed in a meeting/event operation • Monitoring Logistics for On Site Management <ul style="list-style-type: none"> - Contractor communication mechanism 			LO 3. Monitor meeting/event operation. 3.1 Monitor sessions and activities throughout the meeting or event through observation and appropriate reporting processes. 3.2 Identify problems as they arise and take prompt action to resolve the situation. 3.3 Identify and organize additional requirements. 3.4 Update guest throughout the meeting ore satisfaction.	TLE_HEEMS9-12OEM-IIIa-c-53

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> - Running sheets - Stress management during the operation of an event - Written contractor documentation including event order and technical specifications - Safety/risk issues at meeting and event venues 			3.5 Monitor all contractors to ensure effective delivery of services.	
<ul style="list-style-type: none"> • Overseeing the wrap-up or end of the meeting • Packing and moving out of materials and equipment in accordance with pre-arranged details • Post-event action to the operation of an event/meeting 			<p>LO 4. Oversee meeting/event breakdown.</p> 4.1 Oversee the wrap up of the meeting or event to ensure it is completed in accordance with agreements. 4.2 Coordinate the packing and removal of all materials and equipment in accordance with pre-arranged details. 4.3 Check the venue to ensure items and belongings are not left behind. 4.4 Check and sign all the accounts in accordance with contractor agreements. 4.5 Note any outstanding items requiring post-event action.	<p>TLE_HEEMS9-12OEM-IIIId-f-54</p>
LESSON 17: DEVELOPING AND UPDATING KNOWLEDGE ON PROTOCOL (DUP)				
<ul style="list-style-type: none"> • Protocol in the conduct of meeting/event • Importance and role of 	The learners demonstrate an understanding of the principles and techniques in developing	The learners independently develop and update knowledge on protocol in different event program.	<p>LO 1. Seek information on appropriate protocol.</p> 1.1 Acquire accurate information on	<p>TLE_HEEMS9-12DUP-IIIf-h-55</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> protocol in different events and situations • Key sources of information on protocol 	<ul style="list-style-type: none"> and updating knowledge on protocol. 		<ul style="list-style-type: none"> protocol. 1.2 Access relevant protocol information in response to workplace needs. 	
<ul style="list-style-type: none"> • Appropriate use of protocol in a particular work activities • Role and importance of protocol in different events and situations • Main types of civic functions held in the Philippines <ul style="list-style-type: none"> - Philippines ranking system including order of precedence, ranks and forms of address and wearing of honors and medals - Appropriate protocols for the involvement of indigenous peoples and other cultural, religious and social groups in events - Correct use of national symbols including flags, anthems and military salutes - Forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication - Correct spelling and 			<p>LO 2. Integrate appropriate protocol procedures into work activities.</p> <ul style="list-style-type: none"> 2.1 Identify the areas of work activity that require appropriate use of protocol in a timely manner. 2.2 Integrate the correct use of protocol into work activities. 2.3 Liase with both colleagues and other stakeholders to determine appropriate protocol requirements. 2.4 Provide appropriate information on protocol to colleagues and stakeholders. 	<p>TLE_HEEMS9-12DUP-IIIh-j-56</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>pronunciation of names in written and in oral communication</p> <ul style="list-style-type: none"> • Protocol procedures for different types of function <ul style="list-style-type: none"> - arrival and departure procedures, including for heads of government officials - introduction of protocols and order of speakers - order of precedence for official guests - seating arrangements - food service - photo sessions and other activities 				
<ul style="list-style-type: none"> • Opportunities to update protocol knowledge • Key sources of information on protocol 			<p>LO 3. Update knowledge of protocol.</p> <p>3.1 Identify and use opportunities to update protocol knowledge.</p> <p>3.2 Share updated knowledge with guests and colleagues and incorporates into the day-to-day working activities.</p>	<p>TLE_HEEMS9-12DUP-IVa-b-57</p>
LESSON 18: MANAGING CONTRACTORS FOR INDOOR EVENTS (MCI)				
<ul style="list-style-type: none"> • Components of event operation requirements • Use of accurate summary of staging for each event Component • Risk management issues for key areas of event staging 	<p>The learners demonstrate an understanding of the principles and techniques in managing contractors for indoor events.</p>	<p>The learners independently manage contractors for indoor events in accordance with standard procedure.</p>	<p>LO 1. Identify event operational requirements.</p> <p>1.1 Analyze event staging requirements based on a detailed review of all aspects of the proposed event with multiple components.</p>	<p>TLE_HEEMS9-12MCI-IVc-e-58</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Terminology, services and key technology in key areas of staging <ul style="list-style-type: none"> - catering - venue decoration - audio-visual options - sound amplification - lighting - rigging - live entertainment - registration areas - display - security - electronic media coverage of - events - safety equipment • Key inclusions for contractor briefing or specification documents. • Organizational skills in terms of event planning • Analytical skills to assess risks associated with the staging of events/programs • Use of technology and equipment for coordination of events/programs in order to assess systems • Communication skills to clarify information on procedures and systems for the management of events 			1.2 Develop an accurate summary of staging requirements for each event component in consultation with key stakeholders. 1.3 Incorporate safety and risk management issues into all planning documentation and processes.	
<ul style="list-style-type: none"> • Roles and responsibilities of source contractors involved in event staging 			LO 2. Source contractors. 2.1 Identify and source appropriate contractors to provide services	TLE_HEEMS9-12MCI-IVe-h-59

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Suppliers of staging services • Sources of information on staging services • Provision of service in terms of : <ul style="list-style-type: none"> - Organizational skills in event planning - Analytical skills associated - with the staging events/programs • Use of technology and equipment for coordination of events/programs • Communication skills on procedures and systems for the management of event 			<p>for the event.</p> <p>2.2 Provide accurate briefings or specifications on precise staging requirements to contractors.</p> <p>2.3 Obtain complete and timely quotations for the provision of services.</p> <p>2.4 Analyze quotations and select contractors in consultation with key stakeholders.</p> <p>2.5 Confirm agreements with a signed contract to include all details and costs of all services.</p>	
<ul style="list-style-type: none"> • Monitor services and progress with contractors • Risk management knowledge of terminology, services and key technology in key areas of staging including: <ul style="list-style-type: none"> - catering - venue decoration - audio-visual options - sound amplification - lighting - rigging - live entertainment - registration areas - display - security - electronic media 			<p>LO 3. Monitor contractors.</p> <p>3.1 Monitor progress, including safety issues, at regular intervals through event coordinator with contractors and other stakeholders.</p> <p>3.2 Identify the need for adjustments and organize appropriate changes with confirmation in writing.</p> <p>3.3 Negotiate adjustments to maintain the integrity and quality of the event.</p> <p>3.4 Evaluate work completed against event requirements and time schedule and take appropriate action to address delays.</p>	<p>TLE_HEEMS9-12MCI-IVh-j-60</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> - coverage of event - safety equipment • Monitoring organizational skills in event planning • Monitoring analytical skills to assess risks associated with the staging of events/programs • Adjustments in the use of technology and equipment for coordination of events • Proper communication skills on procedures and systems for the management of events 				

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RESOURCES			METHODOLOGY	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
<ul style="list-style-type: none"> • Software for presentation skills • LCD Projector (optional) • Overhead Projector (optional) • Computer • Printer • Communication equipment • Sample proposal • Sample brochures and other pertinent documents relating to proposal writing • Sample brochures of locations and sites 		<ul style="list-style-type: none"> • Books relating to business proposal writing • Books and videos relating to event management • Books and videos relating to public speaking • Internet sites of locations and event places • Labor Code of the Philippines Manual • Obligations and contracts sample copy • Risk Management Manuals • Business Etiquette and Protocol 	<ul style="list-style-type: none"> • Discussion • Lecture • Simulation • Case study 	<ul style="list-style-type: none"> • Project to bid for a meeting or event being staged within a college or local community. • Case studies to assess knowledge of the components required for inclusion in different types of bids. • Oral or written questions to assess knowledge of the range of key market factors and management issues to be considered in the concept development phase. • Project to develop a program for a conference • Questioning to assess knowledge of programming for different types of conferences. • Evaluation of concept, theme and format through a candidate presentation or “bid” for an event. • Evaluation of the suitability of a venue or site selected by the candidate through attendance at the event. • Case studies to assess ability to source and select venues and sites for different types of events. • Review of documentation and specifications prepared by the candidate. • Evaluation of the operational efficiency and service quality at an event site managed by the candidate. • Evaluation of reports prepared by the candidate on the event management process, including the issues and challenges associated with delivering effective outcomes. • Review of documentation such as running- sheets and other site management plans prepared by the candidate. • Review of staff or supplier briefing documents and reconfirmation checklists prepared by the candidate. • Written and oral questioning or interview to test knowledge of management procedures and systems, meeting and event documentation requirements and negotiating techniques. • Evaluation of the staging at an event managed by the candidate through attendance at the event. • Review of documentation used to manage contractors prepared by the candidate. • Questioning of contractors to assess the organizational skills of the candidate. • Case studies to assess ability to determine staging requirements for different events. • Oral or written questions to assess knowledge of key staging services and relevant terminology.

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GLOSSARY

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|-----|----------------------------|---|--|
| 1. | Attendees | - | Individuals, registered for or participating in any conference or event, e.g., delegates, exhibitors, media, speakers, and guests. |
| 2. | Attendance | - | The overall total number of people at an event. |
| 3. | Adjoining Rooms | - | Hotel bedrooms with connecting doors which are ideal for families attending events. |
| 4. | Advance Registration | - | Booking before an event takes places which is normally done through mail, phone, internet or fax, often at a lower or “early-bird” rate. |
| 5. | Agent | - | In terms of the event management industry, it is the company given responsibility to act and manage on behalf of the client. The Conference People are a Full Service Agency, acting as agents for Event Management and Venue Finding. |
| 6. | Agenda | - | A list of speakers, timings and presentations handed to conference delegates as part of the onsite registration. |
| 7. | AV | - | Audiovisual Event production, equipment and materials used in sound and visual presentations, e.g., television monitors, projectors, video, sound equipment, etc. |
| 8. | Advance Deposit | - | Amount of money paid to secure a hotel room, conference venue or event management service in advance. |
| 9. | A/V Technician | - | An audiovisual professional who is responsible for the on-site lighting, sound, video, staging or other similar elements of a conference or event. Most conference venues have on-site or preferred suppliers that can assist with basic A/V requirements. |
| 10. | Auditorium | - | Often raked seating similar to university lecture theatres. Many auditoriums are exceptional conference venues and provide excellent audio-visual facilities. |
| 11. | After dinner entertainment | - | Exciting entertainment to engage your guests after the formalities. |
| 12. | B&B | - | Bed and Breakfast commonly known as Accommodation and Breakfast in a venue. |
| 13. | Badge | - | Identifying sign, tag or emblem worn by event participants. |
| 14. | BID | - | A price proposed in exchange for events management services. |
| 15. | Break-Out Sessions | - | Small group sessions, panels, workshops or presentations, offered concurrently within the event, formed to focus on specific subjects |
| 16. | Break | - | Short interval between sessions at which time coffee, tea and/or other refreshments are served. |
| 17. | Business Centre | - | Area in hotel or event venue offering various office facilities and services. |
| 18. | Banquet Set-Up | - | Seating arrangement where typically a grouping of rounds is set in such a way as to facilitate the serving of food. |
| 19. | Boardroom Set-Up | - | Seating arrangement in which rectangle or oval shaped tables are set up with chairs on both sides and ends. |
| 20. | Cabaret Style Seating | - | Seating around tables with a gap closest to the stage so that no delegates have their backs to the front. |
| 21. | Caterer | - | A mobile supplier of food and beverage who provides their services at various venues upon request. Can also be contracted to provide services exclusively to a particular venue. |
| 22. | Catering | - | The business of providing food and food service at a remote site. |
| 23. | Client | - | The individual, company, firm, body, agent or person booking the event. |
| 24. | Crew | - | Refers to the event production team and often includes, technicians, stagehands and truck loaders, etc. |
| 25. | Contract | - | Legally binding document in which the client agrees to the terms and conditions set by a venue. |
| 26. | Contractor | - | A person, business or corporation which provides goods or services to another entity under terms specified in the contract. |
| 27. | Cancellation Clause | - | Terms by which a contract may be cancelled and the subsequent penalties may be incurred by the cancelling party. |
| 28. | Central Console | - | Desk usually positioned in the centre of the conference floor space, facing the stage, from which a production crew operated various AV equipment. |
| 29. | Conference Call | - | A phone call which links up various phone lines in order that three or more parties may have a simultaneous conversation. |

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| 30. | Conference Telephone | - | A telephone enabled for conference calls (see 'conference call'). |
| 31. | Confirmation | - | The oral or written verification by a client that a booking is to go ahead. |
| 32. | Compensation | - | A form of recompense to make up for some sort of loss or shortfall to contract. |
| 33. | Commission | - | A payment made to an individual or organisation for bringing business to another individual or organisation. |
| 34. | Complimentary | - | Comp. Service, or item provided free of charge. |
| 35. | Concierge | - | Venue staff who's roles is to provide an assistive service (tickets, travel information, restaurant booking) for venue guests. |
| 36. | Conference Centre | - | A venue which provides a dedicated environment for events, especially small events. May be certified by the International Association of Conference Centres. |
| 37. | Conference Pack/Kit | - | Conference documentation and/or event materials generally contained within a bag, e.g., binder, envelope or folder. Usually handed to delegates during event registration. |
| 38. | Classroom Set-Up | - | Tables arranged in rows facing the stage with seating positioned behind each table so that the delegate is directly facing the front of the room. |
| 39. | Critical Time Plan | - | An event management planning tool which identifies tasks to be undertaken by whom and in what timeframe in order to ensure that an event runs successfully. |
| 40. | Delegate | - | The person attending the meeting or event. |
| 41. | Dress Code | - | Preferred style of dress for an event usually requested by event organiser |
| 42. | Departure Time | - | Time at which individuals plan to leave a venue. |
| 43. | Deposit | - | A partial payment made in advance of a booking in order to secure the use of the venue. |
| 44. | Database | - | A collection of information on all prospective attendees and/or exhibitors. |
| 45. | Egress | - | Human evacuation of a building during an emergency. |
| 46. | Exclusive Use | - | Hire of a venue or area for private use. |
| 47. | Event | - | An arranged occasion, which includes meeting, convention, exhibition, conference, special event, gala dinner, etc. All of which can be professionally organised by The Conference People Event Management Team. |
| 48. | Event Management | - | The application of the management science of project management to the creation and development of festivals and events. It involves identifying the target audience, devising the event concept, planning the logistics, and coordinating the technical aspects before actually executing the modalities of the proposed event. |
| 49. | Exhibit Booth/Stand | - | Specifically measured area of exhibition plan for individual or organisation to showcase their products and services. Its size depends on the number of exhibitors and the room capacity. Can be space only or constructed shell-scheme. Exhibitors often pay to use this space |
| 50. | Forum | - | A meeting or breakout session within a meeting where participants have open discussions on subjects of public interest or of interest to their particular sector. |
| 51. | Fork Buffet | - | Food served at an event that requires only a fork and not a knife. Often used during a conference for speed of service. |
| 52. | Feedback | - | The process of sharing thoughts and observations – can be positive or negative. A useful event management tool to improve events. |
| 53. | Foyer Area | - | Public area in a venue, often at the front of a venue or outside larger meeting rooms and used for catering or registration purposes. |
| 54. | Function Board | - | Notice board or video screen listing the day's events, times and locations within a venue. |
| 55. | Get-In | - | the specified time for crew and staff to access a venue for set-up. |
| 56. | Gala Dinner | - | Primary social function of an event, usually in the evening and often on the last day of the event. Typically includes entertainment or speeches following a formal meal. |

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| 57. | Group Arrivals/Departures | - | Schedule of information which includes approximate dates and times of arrival and departure of groups of event attendees. This allows the venue to prepare front desk staff for check-in and check-out. |
| 58. | Group Booking | - | Reservation for a block of numerous bedrooms specifically for a group from the same organisation or for the same event. |
| 59. | Group Rate | - | Confirmed negotiated bedroom rate extended to attendees from the same group often attending the same event. |
| 60. | Green Events | - | Broad guidelines for a greener event are that it should be organised electronically, minimise carbon emissions for travelling delegates and speakers, save energy, practice recycling, and adopt environmentally-thoughtful measures wherever practical and possible. |
| 61. | Housekeeping | - | Department within a venue responsible for cleaning a venue. |
| 62. | 24 Hour rate (24hr) | - | This is a rate that is quoted per delegate based on one night's accommodation either prior to or on the day of the conference. Typical 24hr rate includes a three course dinner, bed and breakfast as well as a full day meeting typically from 09:00 – 17:30. |
| 63. | 8 Hour Seats | - | Dedicated conference chairs designed to be comfortable for duration of a meeting, typically 8 hours. |
| 64. | Herringbone Layout | - | Seating arrangement in which chairs are arranged in rows slanted in a V shape (at a 45° angle) and separated by a centre aisle. |
| 65. | Hollow Square Layout | - | Set-up of seats and tables set in a square (or rectangle) with chairs placed around the outside of the tables. Can also be set-up without tables. |
| 66. | Interpreter | - | An individual who translates during a meeting, presentation or conference. |
| 67. | In-House | - | Service provided within the conference venue. |
| 68. | Lead Time | - | The time between when arrangements are made and when an event actually happens at a conference venue |
| 69. | Lectern | - | A stand placed at the front of the conference room on which a speaker may rest notes or books. Can be free-standing or table-top and often fitted with a light. |
| 70. | Maître d'/Maître d' Hôtel | - | The person in charge of a Restaurant or function. Responsible for all aspects of meal service and guest satisfaction. |
| 71. | Minimum Guaranteed Numbers | - | Means the lowest number of chargeable guests/delegates for the accommodation and food and beverage as specified in the contract for the event. |
| 72. | Networking | - | The exchange of information or services among individuals, groups or institutions. This can be done face to face or online for example sites like LinkedIn. |
| 73. | On-Site Office | - | Room or an area set aside for the event organisers to use as a temporary office. |
| 74. | Overbooked | - | 1) A Hotel accepting bedroom reservations for more hotel bedrooms than are available. 2) Oversold airline flights. |
| 75. | Partner / Spouse Programme | - | Organised social and/or educational events arranged for the guests of the event delegates. |
| 76. | Podium | - | Raised platform where a speaker stands when delivering his or her remarks. |
| 77. | Podcast | - | An event that broadcasts the audio and/or video portion of a keynote presentation or other educational sessions over the Web in on-demand. |
| 78. | Proposal | - | Produced in response to an enquiry, it would match all the clients requirements and detail costs, availability and venue specifications. |
| 79. | Protocol | - | A rule which guides how an activity should be performed, especially in the field of diplomacy. Protocols specify the proper and generally –accepted behaviour in matters of state and diplomacy, such as showing appropriate respect to a head of state , ranking diplomats in chronological order of their accreditation at court, and so on. |
| 80. | Registration Area | - | Area set aside solely for event registration. |
| 81. | Registration Fee | - | Cost of attending a conference, fees can vary according to the time of registration, level of participation and also membership type. |
| 82. | Registration Form | - | A form provided to capture delegate information and enables a delegate to sign up for an event. |

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| 83. | Registration Pack | - | Information provided for the attendee of the event, materials such as location maps, agenda, programme and badges. |
| 84. | Risk Assessment / Management | - | Assessing the possibility of injury or loss to the person attending the conference. Also making sure there is adequate insurance covering every eventuality. |
| 85. | Sponsor | - | the individual or group that provides support to an event , whether financially or through the provision of products or services. |
| 86. | Upgrade | - | This will be given to a Managing Director or Organiser of the conference to receive an upgraded bedroom (i.e. suite), which will be complimentary if you use the services of TCP. |
| 87. | Unusual venues | - | Can include venues such as museums, castles and stately homes, boats, sporting venues, vineyards, aircraft hangers. |
| 88. | U-Shape Layout | - | Style of a conference room in a u-shape layout, also known as horseshoe. This can be set up with or without tables. |
| 89. | VAT | - | Value Added Tax. In any TCP proposal clients will always be informed as to what items include or exclude VAT. |
| 90. | Venue | - | A place to hold your meeting, exhibition, conference, etc. TCP can include hotels, conference centre and unusual venues etc. |
| 91. | Video Conference | - | A meeting which takes place between delegates that are not located in the same area/town etc. This can be organised in any venue with the aid of specific audio visual equipment. |
| 92. | VIP | - | This can include a Managing Director / CEO of a company, who will get additional benefits i.e., upgrade to suite for Overnight Accommodation on a complimentary basis. |
| 93. | Waitlist | - | Term used when a specific date already has an interested party who are holding space provisionally, the new client will then be waitlisted (also known as 2nd option). |
| 94. | Webcast | - | An event that broadcasts the audio and/or video portion of a keynote presentation or other educational sessions over the Web in real-time. |
| 95. | Welcome Reception | - | The opening of an event where welcome drinks and canapés etc are served. |
| 96. | WIFI (Wireless internet) | - | This is the common term for a high speed internet access that is 'wireless'. As it names suggests you are cable free. |
| 97. | Working Buffet Lunch (WBL) | - | A selection of finger foods taken in the meeting room to enable delegates to keep working. |

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CODE BOOK LEGEND
 Sample: **TLE_HEEMS9-12LWC-Ia-1**

LEGEND		SAMPLE		DOMAIN / COMPONENT	CODE
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_ Home Economics Events Management Services NC III	TLE_HEEMS 9-12	Leading Workplace Communication	LWC
	Grade Level	9/10/11/12		Leading Small Team	LST
Uppercase Letter/s	Domain/ Content/ Component/ Topic	Leading Workplace Communication	LWC	Developing and Practicing Negotiation Skills	DPN
				Solving Problems Related to Work Activities	PRW
			-	Using Mathematical Concepts and Techniques	MCT
Roman Numeral <i>*Zero if no specific Quarter</i>	Quarter	First Quarter	I	Using Relevant Technologies	URT
				Developing Roster Staff	DRS
Lower case letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one	a	Controlling and Ordering Stock	COS
				Training Small Groups	TSG
			-	Establishing and Conducting Business Relationships	ECB
Arabic Number	Competency	Communicate information about workplace processes.	1	Planning and Developing Event Proposal or Bid	PDE
				Developing an Event Concept	DEC
			-	Developing an Event Program	DEP
			-	Selecting Event Venue and Site	SEV
			-	Developing and Updating Event Industry Knowledge	DUE
			-	Providing On-Site Event Management Service	OEM
			-	Developing and Updating Knowledge on Protocol	DUP
			-	Managing Contractors for Indoor Events	MCI

Technology-Livelihood Education and Technical-Vocational Track specializations may be taken between Grades 9 to 12.

Schools may offer specializations from the four strands as long as the minimum number of hours for each specialization is met.

Please refer to the sample Curriculum Map on the next page for the number of semesters per Home Economics specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.

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SAMPLE HOME ECONOMICS CURRICULUM MAP (as of May 2016)**

GRADE 7/8 (EXPLORATORY)				GRADES 9-12				
EXPLORATORY	Beauty/Nail Care (NC II)		Wellness Massage (NC II)		Hairdressing (NC II)			
	2 sems		2 sems		4 sems			
	*Hairdressing (NC III)						8 sems	
	Barbering (NC II)				4 sems			
	Dressmaking (NC II)				4 sems		Tailoring (NC II)	
							4 sems	
	*Fashion Design (Apparel) (NC III)						8 sems	
	*Caregiving (NC II)						8 sems	
	Bartending (NC II)				4 sems		Bread and Pastry Production (NC II)	
							2 sems	
							Food and Beverage Services (NC II)⁺ <small>updated based on TESDA Training Regulations published December 28, 2013</small>	
							2 sems	
Cookery (NC II)				4 sems		*Commercial Cooking (NC III)		
						4 sems		
Front Office Services (NC II)		Travel Services (NC II)		Local Guiding Services (NC II)		Tourism Promotion Services (NC II)		
2 sems		2 sems		2 sems		2 sems		
Housekeeping (NC II)⁺ <small>updated based on TESDA Training Regulations published December 28, 2013</small>		Attractions and Theme Parks (NC II)		Event Management Services (NC III)				
2 sems		2 sems		4 sems				
Handicraft (Non-NC) Needlecraft		Handicraft (Non-NC) Fashion Accessories, Paper Craft		Handicraft (Non-NC) Basketry, Macrame		Handicraft (Non-NC) Woodcraft, Leathercraft		
4 sems		2 sems		2 sems		2 sems		

* Please note that these subjects have pre-requisites mentioned in the CG.

+ CG updated based on new Training Regulations of TESDA.

Other specializations with no pre-requisites may be taken up during these semesters.

****This is just a sample. Schools make their own curriculum maps considering the specializations to be offered. Subjects may be taken up at any point during Grades 9-12.**

K TO 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD TRACK AND SENIOR HIGH SCHOOL – TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
HOME ECONOMICS - EVENTS MANAGEMENT SERVICES NC III
(320 hours)

Reference:

Technical Education and Skills Development Authority-Qualification Standards Office. *Training Regulations for Events Management Services NC III*. Taguig City, Philippines: TESDA, 2013.